

## **Bioethics Program**

### Program Goals and Learning Outcomes

#### **Program Goals**

1. Students will develop a solid knowledge base in areas of Biology including cell biology, evolution, genetics, and molecular biology.
2. Students will develop a solid knowledge base in Inorganic and Organic Chemistry.
3. Students will be prepared to pursue entry into professional schools such as medicine, graduate schools or entry level careers in the pharmaceutical/Biotechnology industry by developing effective written and oral communication skills.
4. Students will develop a solid knowledge base in the scientific method and the skills necessary to develop, conduct and evaluate experiments in the laboratory and in the field.
5. Students will develop a commitment to the development and promotion of ethical behavior via courses in the Social Sciences and Humanities including Philosophy, Health Care Ethics, and Jewish Studies.
6. Students will become leaders in the community both in terms of scientific expertise and their understanding of bioethics issues.

#### **Program Learning Outcomes**

1. Students will demonstrate a solid knowledge base in biology by describing in detail the major unifying theories of biology, such as evolution, energy flow homeostasis, genetic information storage and utilization, structure-function relationships, and hierarchies of organization.
2. Students will demonstrate a solid knowledge base in inorganic and organic chemistry, and biochemistry by describing in detail major unifying concepts of chemistry including chemical nomenclature, atomic structure, the periodic table, chemical reactions, stoichiometry, and acid-base chemistry.
3. Students will analyze and interpret quantitative data using statistical methods.
4. Students will be able to communicate scientific information effectively in a variety of formats, including verbal and written communication.
5. Students will locate, analyze, interpret, critically evaluate, summarize and use appropriately information in the scientific literature.

6. Students will apply the scientific method, including the roles of inductive and deductive logic and the applications and limitations of the scientific method, to generate hypotheses, then test those hypotheses by designing and evaluating experiments.
7. Students will demonstrate familiarity with the major concepts and theoretical perspectives in ethics.
8. Students will develop and use critical thinking skills to analyze information and situations in order to respond and act ethically with regard to scientific research, practice, and technology.

## **AJU CAS Undergraduate Business Department Program Learning Outcomes**

Students who complete the American Jewish University College of Arts & Science Undergraduate Business Degree will be proficient in the following areas:

### **Critical Thinking**

1. Students will demonstrate problem solving skills using appropriate multidisciplinary analytical and decision-making skills to identify, structure, and solve business problems.
2. Students will demonstrate an ethical paradigm, social responsibility, and environmental sustainability in problem-solving.

### **Leadership**

3. Students will develop and enhance their personal and professional development skills needed to build a team, lead a team and collaborate in order to take an idea or concept from inception to completion within a diverse business environment.

### **Entrepreneurship**

4. Students will learn the basic fundamentals of innovative thinking, market testing ideas, production and distribution, customer service and feedback.

### **Business Communications**

5. Oral communication: Students will demonstrate the capacity to successfully engage in the multiple uses and settings for oral communication in the work place.
6. Written communication: Student will demonstrate the capacity to successfully engage in the multiple uses and settings for written communication in the work place.

### **Service Economy**

7. Student will demonstrate an understanding of the three components of the Service Economy (for-profit, nonprofit and government), the differences between these components and the interdependence each has with the other.

## CAS & CORE Learning Outcomes

### CAS College Learning Outcomes

A student completing a bachelor's degree through the College of Arts and Sciences at American Jewish University will have learned to:

1. Utilize multiple ways of knowing and tools of analysis to evaluate information and its sources, gain perspective on complex situations, and develop appropriate plans of action.
2. Articulate the place of Jewish cultural and intellectual traditions in the development of his or her personal identity and character, and the relationship of these traditions to those of other groups and nations.
3. Employ the knowledge, perspective and methodology of an academic or professional discipline in order to describe, explain, critique and influence relevant situations and topics.
4. Be fluent in the use of a range of communication contexts and media, including writing, oral presentation and technology.
5. Understand and evaluate the causes and consequences of contemporary social concerns, both domestic and international, and the mechanisms for affecting change.
6. Cultivate and live within the framework of a diverse, tolerant and cooperative community.

### CORE Program Learning Outcomes (PLOs)

1. Students will demonstrate effective written communication and information literacy skills in a variety of formats including research papers.
2. Students will be able to critically reflect upon and analyze their own positions and their individual place in larger society.
3. Students will demonstrate effective oral communication skills and be able to deliver speeches and presentations to a variety of audiences.
4. Students will demonstrate sufficient quantitative reasoning skills to understand and solve problems in real-world situations.
5. Students will understand and be able to apply research methods in the Social Sciences.
6. Students will demonstrate understanding of the basic concepts and theoretical perspectives in the Natural Sciences.
7. Students will develop an understanding of the principles and applications of service learning.
8. Students will be able to critically engage with fundamental constructs while developing their own positions on these constructs.
9. Students will be able to employ multiple disciplinary methods to analyze contemporary global issues and articulate ways to address these problems.
10. Students will possess a broad understanding of the history, governance and culture of Israel.
11. Students will possess a broad understanding of Jewish history, culture, values, traditions, and schools of thought.
12. Students will be able to synthesize their course work as well as their educational experiences and interests into a significant and practical capstone project.

## CORE Courses - Student Learning Outcomes (SLOs)

### **Orientation**

Student Learning Outcomes: As a result of completing Orientation, students are able to:

1. Describe the key educational commitments that are the foundation of the College of Arts and Sciences curriculum
2. Establish a learning community that may be relied upon during their academic careers at the College of Arts and Sciences
3. Reflect on their educational and personal goals, strengths and challenges, in order to lay a course for a successful academic career at the College of Arts and Sciences

### **College Writing**

Student Learning Outcomes: As a result of completing each of the three writing courses, students are able to:

#### **COR101 (Basic Writing)**

1. Write grammatically and coherently, demonstrating understanding of sentence-level writing issues like mechanics, the parts of speech, basic grammar and coordination and subordination, and unified paragraphs.
2. Engage in the bibliographic research process, including appropriate use of multiple library databases, distinguishing between reliable and unreliable sources, and integrating research into essays.
3. Produce writing across the multiple modes of essay writing, including narrative, definition, expository and argumentative.

#### **COR102 (Critical Thinking and Writing)**

1. Engage in critical thinking through the use of rhetorical conventions, including tone, purpose and awareness of audience, inference, analogy, logical fallacies, and deductive and inductive logic.
2. Produce written research that synthesizes multiple sources and includes annotated and well formatted bibliographies.
3. Produce writing for a variety of rhetorical purposes including formal, informal, academic and business.

#### **COR201 (Responding to Texts through Writing)**

1. Analyze the structure, purpose and content of written and visual texts through well crafted written responses
2. Differentiate components of the research process, including the use of primary and secondary sources on the same topic (e.g. the same text).
3. Engage in long-form writing of at least 10 pages.

### **College Seminars**

Course Learning Outcomes: As a result of completing one or both College Seminars, students are able to:

1. Critically evaluate the arguments, information and perspectives articulated in both written and visual materials

2. Assess multiple points of view (including their own, those of classmates and authors) and compare and contrast divergent views on a topic orally and in writing
3. Engage in college-level research, including selecting, reading, analyzing and evaluating various types of information sources, and then summarizing this information and articulating their own views on this information.
4. Articulate a personal paradigm that is informed by scholarship, interaction with classmates and instructors, and critical self-reflection with regard to:
  - The values, background experiences and interests that frame their educational and life goals
  - The skill set that is needed for successful in professional and advanced educational contexts
  - An understanding of the social compact, and what they see as their responsibilities as a community member
  - The role that their education and personal characteristics can play in being engaged civically

### **Oral Communication**

Student Learning Outcomes: As a result of completing Oral Communication, students are able to:

1. Employ critical listening skills as audience members in a variety of educational, cultural and professional venues.
2. Conduct an audience analysis and customize speeches and other communication to their audiences' needs, backgrounds and interests.
3. Deliver effective introductory, informative and persuasive speeches, showing evidence of an understanding of the differences among each speech type.
4. Organize a speech and utilize evidence, examples and anecdotes in support of arguments and main ideas.
5. Integrate visual/presentational aids and communication technology in oral presentations.
6. Effectively use nonverbal communication, such as gestures, facial expression and vocal quality.
7. Communicate ethically, assertively and empathetically in both group and large public settings.
8. Contribute to the effective running of a task-oriented group discussion.
9. Manage the conflict that may arise during a task-oriented group discussion.

### **Quantitative Reasoning**

Student Learning Outcomes: As a result of completing Quantitative Reasoning, students are able to:

1. Apply mathematical formulas to obtain solutions to real-world problems;
2. Assess and develop the numerical data that are needed to solve real-world problems
3. Represent mathematical objects symbolically, i.e., visually and verbally, and as tables and graphs
4. Construct mathematical models of real-world problems using approximation or stochastic techniques

## **Society and Human Behavior: Ways of Knowing**

Student Learning Outcomes: As a result of completing the Social Science Methods requirement, students are able to:

1. Articulate the differences between and among such concepts as “data,” “hypotheses,” “opinions” and “theories”
2. Describe the impact that studying human beings can have on the individuals being studied, i.e., the impact of the research process itself on data about peoples’ actions and beliefs
3. Differentiate the multiple ways of knowing that social scientists use to study human behavior
4. Identify multiple epistemologies related to the “objectivity” of the research enterprise
5. Critique media accounts of scientific findings from the vantage point of the limits of actual research, differences between causality and correlation, and other hallmarks of systematic social science inquiry
6. Employ one or more methods in order to address a research question or hypothesis

## **Natural Sciences**

Student Learning Outcomes: As a result of completing the Natural Sciences requirement, students are able to:

1. Articulate the major elements of the scientific method and its ethical considerations in the evaluation of research, healthcare and public policy relevant daily life in a modern society.
2. Comprehend, assess and make practical use of information obtained from research reports, case histories and other studies and write and/or otherwise communicate with other non-scientists about topics in the sciences.
3. Design, conduct, analyze and document results of a research project in the natural sciences, thus illustrating knowledge of “how science is done.”
4. Plan life-long learning activities that enable them to “keep up” with modern advances in science and technology, including monitoring and responding to ongoing ethical, societal, economic consequences of science and technology advances.

## **Sid Levine Program in Service Learning**

### **Introduction to Service Learning**

Student Learning Outcomes: As a result of completing this course, students are able to:

1. Articulate the role that service learning plays in the context of the overall AJU College curriculum
2. Describe the contributions of Jewish cultural practices, ethics and values to one’s civic obligations
3. Identify a variety of analytic and communication tools (including needs assessment, budgeting, volunteer recruitment, grant writing, advocacy) useful to the development of a community service initiative
4. Empathize with individuals with life experiences different from their own, including differences in gender, race, religion, and so on
5. Offer systematic reflections on the specific contributions made by the multiple service learning placements during the semester on their developing sense of self and ethical stance

### **Service Learning Advanced Practicum**

Student Learning Outcomes: As a result of completing this course, students are able to:

1. Employ a variety of analytic and communication tools (including needs assessment, budgeting, volunteer recruitment, grant writing, advocacy) in defining and implementing a community service initiative
2. Forge a partnership with an existing agency or organization, and/or establish a student team, to implement a community service initiative
3. Conduct an assessment for their community service initiative
4. Reflect on the ways in which their community service initiative is informed by research, cross-cultural sensitivity and understanding, and cultural practices, ethics and values that are part of the Jewish tradition

### **Advanced Core Courses: Big Questions**

Student Learning Outcomes: As a result of completing the series of courses within this rubric, students are able to:

1. Critically examine fundamental constructs and arguments concerning significant academic issues, topics, or debates.
2. Identify the cultural and historical basis of significant academic issues or questions.
3. Write an effective college-level research paper that advocates for a certain position related to a significant academic issue, topic, or debate.

### **Advanced Core Courses: Big Questions – Jewish Cultural and Philosophical Contributions**

Student Learning Outcomes: As a result of completing a course designated as “Big Questions – Jewish Culture and Philosophy,” students are able to:

1. Apply the cultural, ethical and social touchstones of the Jewish tradition to classic and contemporary social dilemmas.
2. Locate and define a personal identity for themselves within the ethical, cultural and historical frameworks of the Jewish people.
3. Describe some of the major differences across Jewish schools of thought, historical periods and/or ethnic communities.

### **Advanced Core Courses: Complexities of the Contemporary World**

Student Learning Outcomes: As a result of completing the series of courses within this rubric, students are able to:

1. Describe the critical issues facing at least one region of the world other than North America
2. Employ multiple disciplinary lenses and methods to analyze the causes and consequences of a contemporary global issue and offer possible solutions
3. Conduct primary and secondary research using sources across multiple disciplines and integrate these sources through writing and public presentations
4. Articulate the role that their selected major or professional field plays in contributing to a solution to a global problem

### **Advanced Core Courses: Complexities of the Contemporary World – Israeli Cultural and Historical Perspectives**

Student Learning Outcomes: As a result of completing a course designated as “Complexities of the Contemporary World – Israeli Cultural and Historical Perspectives,” students are able to:

1. Describe the history, governance and culture of Israel and its historical place in the Middle East
2. Analyze situations related to Israel employing a variety of conflicting/competing points of view and modes of analysis
3. Reflect on the contributions of Israeli history and culture to global society

### **Capstone**

Student Learning Outcomes: In the context of the Capstone course, students are able to:

1. Articulate a personal ethic and purpose that is informed by an understanding of Jewish cultural and intellectual traditions, as well as Western and non-Western intellectual traditions more broadly
2. Reflect on the demands of their chosen profession and their goals for a career or further study, and the contributions to this reflection of coursework in their Major and the courses on Big Issues and Contemporary Issues
3. Communicate effectively through writing, public presentations and group discussions with the highest standards of grammar, rhetoric and research integrity
4. Describe the causes and consequences of a significant contemporary social issue, and address how the AJU College curriculum enables them to understand and contribute a solution to this issue
5. Engage comfortably and with skill as a member of a working team or community

**Program Learning Outcomes  
Department of Jewish Studies  
College of Arts and Sciences  
American Jewish University**

Jewish Studies courses look back and forward. The goal of each course is to acquaint the student with the subject matter and prepare them for further scholarly inquiry into that given field. In addition, each course incorporates a number of subsidiary goals.

1. Developing workable knowledge in an area of Jewish studies.
2. Receiving an appreciating for the nuances and attributes of the traditional view of that area of Jewish intellectual and spiritual achievement
3. Mastering the critical methodologies by which traditional assumptions are questioned by the academy and in the light of modernity
4. Mastering relevant linguistic, symbolic and legal methodologies inherent in the given tradition.
5. Balancing the traditional with the critical views of a given tradition.
6. Develop the capacity to read, analyze and critique primary and secondary sources in a given tradition.
7. Considering a given religious or cultural phenomenon in Jewish studies in the light of parallel phenomena in other traditions.
8. Develop skills in scholarly writing and analysis.

**Liberal Studies**  
Program Goals and Learning Outcomes

**Program Goals**

7. Students will develop a broad knowledge base in the Humanities, Natural Sciences, and Social Sciences.
8. Students will develop the ability to understand different disciplinary expectations and synthesize multiple disciplines.
9. Students will develop theoretical and practical knowledge applicable to a career in elementary education.

**Program Learning Outcomes (PLOs)**

1. Students will understand and apply the basic concepts, methods, and theories in the Natural Sciences.
2. Students will understand and apply the basic concepts and theoretical perspectives in the Social Sciences including human development and psychology.
3. Students will understand and apply the basic concepts and theoretical perspectives in the Humanities.
4. Students will be able to communicate effectively in a variety of formats across disciplines, including verbal and written communication.
5. Students will identify and analyze content learning across disciplines.
6. Students will analyze, evaluate, synthesize, and critically reflect on subject matter knowledge and personal experiences across disciplines.

**Literature, Communication & Media (LCM)  
Program Learning Outcomes (PLOs)**

1. Students will be able to analyze and critically interpret texts in their historical and cultural contexts.
2. Students will be able to express themselves clearly using the written word.
3. Students will be able to concisely and persuasively present organized information and ideas to a live audience.
4. Students will be able to utilize digital media for the creation of informational and emotive texts.
5. Students will be able to analyze and critically interpret the effect of social dynamics on the influence of production, reception, and circulation of media texts.

**Program Learning Outcomes  
Department of Political Science  
College of Arts and Sciences  
American Jewish University**

**Informed and Ethical Citizenry:**

1. Students will understand domestic and international policy issues facing the U.S. and the world, be able to critically analyze policy choices, and ways to contribute to the resolution of these problems.

**Critical Thinking in Political Science Theory and Knowledge:**

2. Students will be able to demonstrate the ability to access and critically interpret credible sources of political knowledge, apply analytical thinking, value assumptions and criticism, and be able to propose alternative paradigms.

**Communication and Research Skills:**

3. Students will be able to demonstrate writing and research competency, including the ability to create carefully articulated empirical research papers and employ effective oral and written communication skills regarding the study of politics.

## **Psychology Undergraduate Program Goals and Learning Outcomes**

### **Goal Areas**

1. Knowledge
2. Research
3. Diversity and Ethics
4. Career Development

### **Program Learning Outcomes (PLOs)**

1. Students will acquire and understand basic theories in psychology including major theorists and key research findings.
2. Students will understand how to interpret data, understand issues related to reliability and validity, formulate a research question, read and summarize research articles, and learn APA style.
3. Students will learn about ethical issues related to both research and clinical practice including issues of confidentiality, informed consent, responsibility to participants or clients and will become aware of cultural differences in understanding psychology.
4. Students will be introduced to career options in the field, how to prepare for graduate school, and develop their own goals or career plans.